

Toys

Pre-Workshop Information

Outline:

Incorporating both history and science this session lets your pupils enjoy a range of toys in small groups. It encourages children to think about the lives of people in Wandsworth today and the lives of people in the past, including older people in their own family. The session is designed to develop your pupils' understanding of the concept of 'old' and 'new' materials / technologies. Pupils will be shown the way in which toys reflect the technology of their time and are influenced by different cultures. The session will also focus on science topics such as force and energy.

Programme Duration: 1.15 hours

Links with Units of Study:

This session has been developed in support of Foundation Stage and Key Stage 1 areas within the English, History, and Science topics:

- NC Areas FS: Communication, Language and Literacy, Knowledge and Understanding of the World
NC Areas Key Stage One: History, English, & Science
- QCA History Units: How are our toys different from those in the past?
- QCA Science Units: Sorting and using materials, Unit 1E. Pushes and Pulls, Forces and movement, Characteristics of materials, Forces in action

NB: With prior notice this session can be adapted to reflect one of the above units of study more heavily than the others to make the session as relevant as possible. Please contact us if you think we could relate this session to other elements that your pupils are studying in school.

Aims and Learning Objectives:

The session will provide children with the opportunities to:

- find out more about life in the past using handling artefacts
- describe toys from the past and other places by identifying characteristics
- use their speaking and listening skills and practice their ability to share and take turns
- develop their understanding of the passing of time, materials and movement
- develop their vocabulary relating to the passing of time, materials and movement
- investigate toys with their peers and play independently and in small groups
- communicate what they know about toys they see today and toys they don't

What we expect:

- Children will enjoy learning about toys that have been played with in the past in this borough and in other places.
- Children will have increased awareness that people can and do make toys from everyday items.
- **Whilst museum education staff will run the session, support in the workshop is required in order to minimise the risks involved with the session items, ensure appropriate behaviour and that artefacts are handled thoughtfully.**

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Pre-Workshop Activity Suggestions

Science

- Ask children to bring in a toy from home and describe the materials it is made from and how it works.
- Set up a display of toys made from different materials and ask the children to sort the toys (or images of the toys) into categories based on materials.

Literacy/History

- Ask children to ask/interview people in their families about what they played with when they were little.
- Show old and new toys of a similar type, *e.g. two bears, two trains*. Ask the children to talk about what is the same and what is different. Draw their attention to design, materials and how the toys move, as well as to what the toys look like and ask them to describe the elements through written work.
- Look at toys from other countries and find out why they are sometimes different to toys we have here and sometimes the same.

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Post Workshop Resource Pack

We very much hope you enjoyed the workshop and we would be very grateful to hear your views on this or other elements of the educational services of the museum. If you have any comments or concerns that have not been addressed in our evaluation, please contact us at educator@wandsworthmuseum.co.uk.



This resource pack is designed to support you and your pupils after participation in the **Toys** workshop and includes more details about some of the toys featured in the workshop. Wherever possible we have tried to keep information relevant to the local area.

Please note: If you have downloaded this pack and you have not yet participated in the workshop, please do not reveal the content to the participants as this will lessen the impact of the museum workshop.

Please feel free to contact us should you have any further enquiries about the content or the wider content of this topic.

Puppets



Puppets are popular throughout the world and some countries have long traditions of making puppets. Their origins are impossible to trace but in many places in Asia they still have important roles within cultural practices.

This puppet is a Balinese rod puppet and has moveable head and arms. The costume is made of a traditional batik material and the head is made of painted wood. Shadow puppets are also incredibly important within Balinese culture, where the word theatre (Wayang) is the same word as Shadow.

Dolls' Houses

The first known doll's house was made in Germany in 1558. It was not a children's toy but a displayed curiosity. It appears that dolls' houses began being produced as toys around the 1700s.



This doll's house was made by Richard Robinson of Southfields for his daughter, Pat, who was born in 1947. The house, dolls and furniture are almost entirely home-made and you can see this doll's house on display in the museum. The walls of the house are constructed from matchboxes covered with brick-patterned paper. The picture on the right is of Pat and her Grandmother in 1951. *(Donated by Mrs Robinson)*

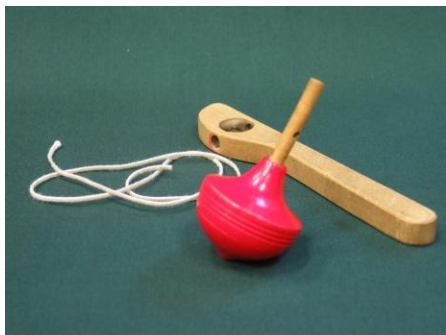
Zoetrope

Optical games and toys are some of the oldest around. Shadow puppets for example have probably been around since pre-history. More sophisticated optical toys developed around the same time as the exploration of vision and illusion in the Nineteenth Century.



The Zoetrope featured relatively early in the development of optical toys and was developed in 1834. It uses a series of images reflected in the mirrors to give the illusion of movement when spun.

Spinning Top



A spinning top is very similar to the finger top and whip and top but is powered by the pull of string spun around a central rod. Although rather fiddly to set up the spinning top can generally stay in motion longer than a whip and top and can be encouraged to continue to spin by winding the thread around the base of the top while in motion.

Jacob's Ladder



It is thought that a form of the toy Jacob's Ladder has been played with for many centuries. There is also the argument that Jacob's Ladder was an acceptable form of amusement on Sunday when all other forms of work and play were prohibited. The toy is made from a series of wooden blocks, held together by either paper or fabric and is said to be named after Jacob from the Old Testament.

Table Skittles



Table Skittles is thought to have been a popular game in Tudor Britain although it is likely to have been a miniature version of full size skittles. It is very similar to a game called *Devil Amongst the Tailors* and both were probably developed for use by adults in a space like a tavern that did not have enough space to offer full sized skittles. It is therefore fair to assume that Table Skittles was sometimes used for gambling.

Cup and Ball



This was a favourite toy of many Victorian children although it was incredibly popular in the 16th Century. In concept it looks very easy to play but in reality can be extremely difficult and frustrating.

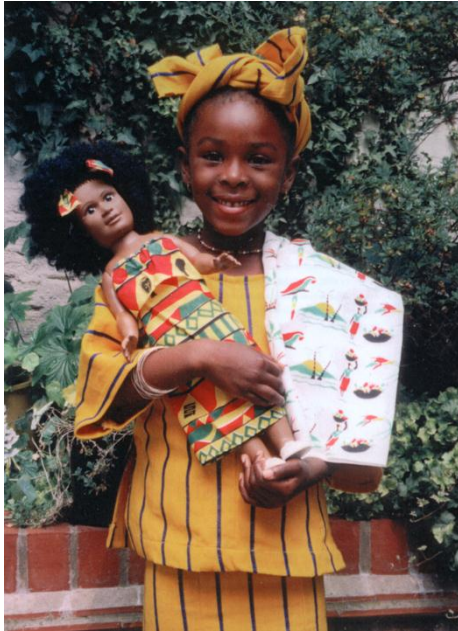
Quoits



Quoits was a versatile game that has been played for many centuries, although we cannot be certain of its origins. It became popular in the 1800s and was considered a game suitable for ladies as well as gentlemen. It could be played outside or inside and could easily be replicated by poorer families.

Dolls

Dolls have probably always been made by children and adults but we know they became quite detailed during the 1800s. During this time dolls would probably have been sold unclothed and then had a wardrobe of outfits made separately, sometimes by a professional dolls' dressmaker but more commonly by the owner's family members.



This is six year old Maria Lekan-Ashimi with the Zadi Doll. The Zadi Doll was made by Wandsworth residents Zadi Wilkins and Sally Smith in 1986. Zadi Wilkins moved to Britain from Jamaica in 1959 and made the Zadi doll because she felt there weren't commercially produced dolls suitable for her children.

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Post Workshop Activity Suggestions

Below are some suggested **classroom activities** to assist in extending the learning in this session. Please find attached the related worksheets.

Literacy/DT

- *Making toys from everyday objects*
Ask children to think about things they play with that are not made as toys, e.g., floating twigs, conkers, hand puppets. You can look at toys used in the past and in other countries that relate to this: spindle, skipping rope, football made from carrier bags. An associated discussion can highlight issues of poverty and wealth and children's learning through play. Children could decorate their own wooden spoons, lolly pop puppets; they could create shadow puppets and their own show. And of course, make things out of recycled packaging.

Art

- Design and make your own **Thaumatrope**
Follow the instructions in the attached worksheet

Literacy

- Ask the children to think about the sort of toys they would have had if they had been a child in 1911. What sort of games might they have played with their friends out on their street or in a garden. Discuss ideas as a class and then ask each child to write a story about a day in the life of a child in 1911, what games would they have played and what other activities would have they been doing such as attending school, working, helping around the house. Ask them to think about what would the difference have been between poor children and those from wealthy families?
- Choose an old toy and create a story about its life. What period of history is it from? Who did it belong to? What kind of household would have had a toy like this? What other toys might have been around? Who would this toy have belonged to? Can you make a class book about it?

Literacy/Art

- Draw a picture of a modern day toy can you write what it is made out of? Can you use adjectives to describe what it was made out of? Do the same for an old fashioned toy.

DT/Science

- Design a toy; draw your design of a toy, list the materials and tools you will need to make it, now make your toy. Once you have made it evaluate your design, what worked well and what would you do differently next time?
- Make your own shadow puppets, use different materials to make them (translucent, transparent and opaque). What difference does it make to the shadow? Does it make any difference how close the puppet is to the light source? Does the distance change the shadow?
- How can toys move without electricity? Investigate the movement of different toys, for example pushes and pulls, clockwork toys and those that use elastic.

Knowledge and Understanding of the World/ Global Citizenship

- Provide the children with a template of a doll, using pens or collage can they create a doll wearing the national dress of different country's? Now label the doll to describe the costume and the country where these garments would be worn.
- Print out pictures of old and new toys. Ask the children to cut them out and divide them into modern day toys and old fashioned toys. They could now stick them into a toy box that they have drawn or that have been provided as a template.

History

- Using a range of toys or pictures of toys, can the children create a timeline of when they would have been used? Now add museum labels to the toys that the children create. Can they add some major historical events to the timeline?

Further Resources:

- The Museum of Childhood's website has details about the kinds of toys from different time periods: <http://www.vam.ac.uk/moc/collections/index.html>
- *A History of Toys*, by Antonia Frazer. London: Weidenfeld & Nicolson
- The Learning Resource Centre
The Professional Centre
Franciscan Road, London, SW17 8HE
Tel: 020 8871 8781

Toys – Worksheet 1

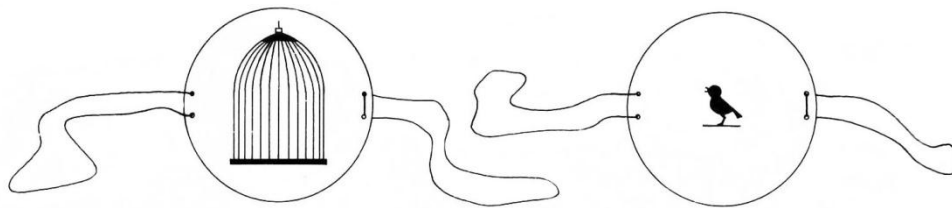
Make your own Thaumatrope

Thaumatrope was one of the first optical toys (developed in 1826) and can be made quickly and simply.

Photocopy the template on the following sheet onto thick paper or card.

Instructions

1. Choose one pair of circles and colour the pictures in
2. Cut around the circles
3. Using a sharp pencil make 2 holes in each side of each circle
4. Glue the two single circles back to back with the holes in the same places (pictures opposite ends up)
5. Tie string in each of the holes



6. Hold the string in each hand and twist the string between your fingers. When the string unwinds you will see both images appear to become one.



Remember....you can make your own designs. Try it out!

